DOCUMENT RESUME

ED 288 707 SE 048 719

TITLE	Mathematics: Common Curriculum Goals. Curriculum Mapping: End of Fifth Grade.
INSTITUTION	Oregon State Dept. of Education, Salem.
PUB DATE	27 Oct 87
NOTE	57p.; For related documents, see ED 287 718 and SE 048 718-721.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Communication Skills; Curriculum Development; Curriculum Evaluation; Educational Objectives; *Elementary School Mathematics; Grade 4; Grade 5; Instructional Materials; Intermediate Grades; *Mathematics Curriculum; *Mathematics Instruction; State Curriculum Guides; *State Standards; *Student Educational Objectives; Study Skills
IDENTIFIERS	*Oregon

ABSTRACT

This document is designed to help school personnel analyze their current curriculum for grades 4 and 5 in terms of the Mathematics Common Curriculum for Oregon. The common curriculum goals are organized into nine content strands: (1) number and numeration; (2) appropriate computational skills; (3) problem solving; (4) geometry and visualization skills; (5) measurement; (6) statistics and probability; (7) mathematical relationships; (8) oral and written communication skills; and (9) appropriate study skills. Each strand contains knowledge and skills to be developed with expected outcomes for students to achieve by the end of grade 5. Columns are provided to indicate the extent to which the expected outcomes are emphasized by (1) amount of instruction, (2) inclusion in course goals, (3) inclusion in instructional materials, and (4) coverage in staff training. Results of the analyses can be compiled and used to guide staff training and selection or development of materials. (RH)

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USE OF THIS DOCUMENT

This document is provided for your convenience. Curriculum mapping is not a required activity. However, you will find that information obtained in this process will be helpful in analyzing your current curriculum in terms of the Mathematics Common Curriculum Goals and planning for updating curriculum.

INSTRUCTIONS

Use of this document to gather information

1. Decide on questions to be asked. Some questions are provided in the column headings. You may wish to add or delete column headings.

2. Items marked with an asterisk (*) are unique to the Mathematics Common Curriculum Goals or indicate that a change has occurred in the wording of an Essential Learning Skill. Schools that have mapped for Essential Learning Skills may wish to survey only the asterisked items.

3. Determine who will respond to the survey and under what conditions.

4. Reproduce the document and provide staff orientation and training.

5. Clarify intent of column headings and numeric scores.

   Amount of Instruction:

   Considerations here include amount of time and quality of instruction and feedback provided to students on the skill. Practice or application should only be considered if it is accompanied by instruction.

   Included in Course Goals:

   To be considered here is the degree to which the current local course goals reflect a particular common curriculum goal.

   Adequate Materials:

   Considerations here include the quality and the quantity of instruction and practice provided in the text or supplementary material. Any concerns about sufficient materials for each student should be reflected in the comment section rather than in the score.

Ratings: 0 = absence or a complete lack of the items specified in the column heading.
1 = a low or inadequate amount or quality of the specified item.
2 = a moderate or reasonably satisfactory amount or quality of the specified item.
3 = a high or substantial amount or quality of the specified item.

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Adequate Teacher Training:

Considerations here include teacher preservice, inservice, college courses, workshops, personal reading and experiences which provide the teacher with the necessary skills to teach toward the specified goals.

Blank Column:

This column is provided for questions that you would like to add.

Comments:

Encourage teachers to use this section to clarify their ratings or express related concerns.

Use of this document to tally results

Results can be tallied in the space provided above numeric scores on an unmarked form. Consideration should be given to tallying by grade level or course title.

Use of this document to analyze results

An additional unmarked document can be used to display results across grades or courses for analysis and decision-making. Data could be displayed in a numeric average, as a compilation of all ratings, with a word descriptor (such as low, medium, high), or symbolically, using color coding.

SCHOOL: _____

ASSIGNMENT: 4 ___ 6 ___ 5 ___ Other _____ End of Fifth Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
1.0 Number and Numeration. Students demonstrate an understanding of number and numeration concepts and use these understandings to interpret and solve problems.							
STUDENTS WILL BE ABLE TO:							
1.1 READ, WRITE, ORDER, COMPARE AND USE NUMBERS (ELS 1.4)*							
a Read and write whole numbers to one million; commonly used proper fractions, mixed numbers, and improper fractions; and decimals to thousandths	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Demonstrate skip counting skills	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
1.2 USE CONCRETE AND PICTORIAL MODELS TO DEMONSTRATE NUMBER AND NUMERATION CONCEPTS (ELS 1.4)							
a Order, compare and model place values to one million; commonly used fractions, and decimals to thousandths, and use concrete and pictorial models to demonstrate an understanding of the above	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

0 = absence 2 = moderate
1 = low 3 = high
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End of Fifth Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
b Identify the number of ones, tens, hundreds and thousands in numbers less than one million, and tenths, hundredths and thousandths in numbers less than one	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
1.3 RECOGNIZE AND USE NUMBER PROPERTY CONCEPTS							
a Demonstrate, use and apply the properties of addition, subtraction, multiplication, and division with whole numbers	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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End of Fifth Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
2.0 Appropriate Computational Skills. Students select and use the most appropriate form of computation - manipulative, mental, paper/pencil, estimation or calculator usage to solve problems and check all computations for reasonability.							
STUDENTS WILL BE ABLE TO:							
2.1 USE MENTAL, PAPER AND PENCIL, ESTIMATION AND CALCULATOR COMPUTATIONS TO SOLVE APPROPRIATE PROBLEMS (ELS 1.4 and 1.7)							
a Use mental, manual or calculator processes to perform grade-level arithmetic operations	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Select the most appropriate method(s) of computation (manipulative, mental, paper/pencil, calculator) to use in a given situation	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Use rounding and other techniques useful in mental computation to estimate and make approximate whole number, fraction and decimal computations	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
d Apply acquired strategies to aid in quick recall of all basic facts	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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End of Fifth Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
e Solve mentally, appropriate whole number, fraction and decimal problems, e.g., 10 x 64; 60 x 20; 14,000 - 7,000; 5,000 + 261; 3,000 x 7; 1/4 + 3/4; 5/8 - 4/8; 3 - 0.5	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
f Use paper/pencil to perform addition, subtraction, multiplication of whole numbers, 1-digit division, addition and subtraction of decimals, addition and subtraction of fractions with like denominators	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
g Compute using measures of length, weight (mass), time and money	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
h Use calculator and/or computer to solve appropriate problems	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
j Use estimation and other skills to check answers for reasonableness	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
2.2 DEMONSTRATE COMPUTATIONAL ALGORITHMS WITH CONCRETE MATERIALS OR REAL-WORLD EXAMPLES							
a Use concrete materials to model the various meanings of multiplication and division and to interpret remainders	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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End of Fifth Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
c Use models such as money or metrics to demonstrate addition, subtraction and multiplication of decimals by whole numbers	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
d Use concrete models to demonstrate addition and subtraction of commonly used fractions	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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End of Fifth Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
3.0 Problem Solving. Students use problem-solving skills and strategies to solve routine and nonroutine problems.							
STUDENTS WILL BE ABLE TO:							
3.1 IDENTIFY PROBLEMS AND APPROACH THEIR SOLUTION IN AN ORGANIZED MANNER (ELS 6.3)							
a Identify problems, recognize information necessary to solve problems, and supply additional information if needed.	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Use simple questioning strategies to clarify problems	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Use data from the questioning process to develop a problem-solving plan	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
d Solve problems using a variety of strategies such as guessing and checking, making predictions based upon a pattern, making a drawing or model	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
e Identify alternative solutions to problems	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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End of Fifth Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
f Choose and apply mental, manual and calculator processes to problem-solving strategy(ies)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
h Share successful and unsuccessful problem-solving strategies	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
i Engage in cooperative problem solving and compare alternative solution strategies	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
j Use formative (in process) data to modify or confirm problem-solving plan	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
3.2 CREATE AND SOLVE WORD PROBLEMS APPROPRIATE TO THE GRADE LEVEL (ELS 6.3)							
a Recognize appropriate operation(s) for solutions of word problems and recognize information necessary to solve word problems, and supply reasonable additional information, if needed	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Solve one- and two-step word problems including those involving money, measurement, and data presented in graphs, tables and charts	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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End of Fifth Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
[c] Create word problems to match whole number, fraction and decimal algorithms	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[e] Solve problems with more than one possible solution and recognize problems which cannot be solved because they contain too little information	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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4.0 Geometry and Visualization Skills. Students recognize geometric patterns and relationships and apply them in solving problems and making predictions.							
STUDENTS WILL BE ABLE TO:							
4.1 RECOGNIZE AND USE GEOMETRIC PATTERNS, RELATIONSHIPS AND PRINCIPLES TO DESCRIBE AND CLASSIFY (ELS 1.5)							
a Identify properties of common geometric figures, including quadrilaterals and geometric solids	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Draw or model simple, common geometrical figures with specific dimensions using ruler, tangrams, squared paper, or other concrete materials	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Identify, sketch or model intersecting lines, right angles and lines of symmetry occurring in the environment	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
d Copy or extend patterns using concrete models and drawing pictures	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
e Locate points on graph paper, maps and globes, and graph coordinates (emphasize examples from the environment)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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4.2 MAKE AND USE GEOMETRIC DRAWINGS AND MODELS, INCLUDING TESSELLATIONS							
a Find and use congruent polygons which will cover a surface without overlapping	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Sketch top and side views of rectangular solids	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Use cubes to build structures suggested by pictures and make 3-D shapes from paper patterns	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
4.3 UNDERSTAND AND USE PERIMETER, AREA AND VOLUME CONCEPTS							
a Develop an understanding of perimeter, area and volume using concrete objects	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Estimate and determine perimeter and area of rectangles, and volume of rectangular solids, by means other than formula	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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5.0 Measurement. Students measure quantities and use measurements to keep records, solve problems and make predictions.							
STUDENTS WILL BE ABLE TO:							
5.1 POSE AND SOLVE PROBLEMS THAT INVOLVE TIME AND MONEY (ELS 1.7)							
a Identify and order by value, and make change using U.S. currency	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Estimate elapsed time for given activities	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Create and solve word problems which involve money or time	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
5.2 SELECT AND USE APPROPRIATE INSTRUMENTS AND UNITS TO ESTIMATE AND MEASURE LENGTH-WEIGHT; VOLUME AND CAPACITY; AND TEMPERATURE (ELS 1.7)							
a Recognize and use meters, centimeters, feet, yards, and inches to measure, and select the most appropriate instrument and unit for a measurement task	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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c Use squared paper, transparent grids or other material to estimate area/perimeter of irregular closed figures	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
g Estimate, and determine the weight (mass) of common classroom objects in metric and English (U.S. Customary) units	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
h Estimate, read and record temperature in C° and F°	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
5.3 DETERMINE INDIRECT MEASUREMENTS (ELS 1.7)							
a Locate points, give coordinates of points on maps and estimate distances between places represented by points on maps	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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6.0 Statistics and Probability. Students collect, organize, record and interpret data and predict probable outcomes based on collected data.							
STUDENTS WILL BE ABLE TO:							
6.1 RECOGNIZE AND USE MATHEMATICAL PATTERNS, RELATIONSHIPS AND PRINCIPLES TO QUANTIFY PROBLEMS OR MAKE PREDICTIONS (ELS 1.6)							
a Generate, record and interpret data from probability experiments and predict chances of an outcome	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Recognize the concept of fair or unfair in game situations	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Recognize certain (1) and impossible (0) probabilities	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
d Use charts, tables and lists to organize all possible outcomes of an experiment	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
e Read, interpret, construct bar graphs, line graphs, tables and charts and make predictions based on them	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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End of Fifth Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
f Organize information into tables/charts and diagrams given appropriate scale, e.g., box plots, box-and-whiskers, line plots, Venn diagrams	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
g Collect random samples	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
j Read and interpret computer generated graphs and tables	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
l Predict simple possible future outcomes or actions	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
6.2 GENERATE AND TEST INTERPRETATIONS, EXPLANATIONS, PREDICTIONS, AND HYPOTHESES (ELS 6.2)							
a Identify parts of an explanation and a prediction not supported by fact	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Predict what influence different factors will have on a behavior or result	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Follow directions to conduct an experiment and identify the hypothesis used	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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7.0 Mathematical Relationships. Students recognize and use number patterns, relationships, and logical thinking skills to make predictions and to solve problems.							
7.1 SORT AND CLASSIFY; USE LOGICAL THINKING (ELS 5.2)							
a Classify objects and simple geometrical figures by attributes	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Use evidence such as illustrations, examples, and verifiable sources to problem solve	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Select and organize details to problem solve	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
d Organize information or data using formats such as outlining, making maps, tables, charts, and graphs	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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7.2 COMPREHEND MEANINGS OF WRITTEN, ORAL AND VISUAL COMMUNICATIONS INVOLVING NUMBER PATTERNS AND RELATIONSHIPS (ELS 3.1)							
a State relationships using terms such as "greater than," "less than," and "equal to" and the symbols >, <, =	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Relate new information to previous knowledge	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Draw logical conclusions from information presented	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
d Find numerical patterns in 100-charts and addition and multiplication tables (e.g., odd/even, primes, square numbers), and use patterns to complete simple charts and tables and to make predictions	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
e Explore relationships found in tables of value	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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7.3 RECOGNIZE, CONSTRUCT AND DRAW INFERENCES CONCERNING RELATIONSHIPS AMONG THINGS AND IDEAS (ELS 6.1)							
b Make a simple table of values given a specific rule and match a table of values to its rule	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Explore relationships illustrated in a table of values	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
7.4 REFLECT UPON AND IMPROVE OWN REASONING (ELS 6.6)							
a Describe the reasoning process being used	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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8.0 Oral and Written Communication Skills. Students use vocabulary, speech, numerals and other symbol systems essential for effective individual and group problem solving and for effective oral and written communication of mathematical concepts, problem-solving processes and results.							
STUDENTS WILL BE ABLE TO:							
8.1 RECOGNIZE AND USE MATHEMATICS VOCABULARY COMMONLY USED IN GRADE-LEVEL MATERIALS (ELS 1.1)							
b Use context clues in a passage to infer correct word(s)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Distinguish affixes and root words	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
d Use mathematical terms to convey concepts of quantity, order, operation and shape (e.g., product, factor, quotient, remainder, sum, quadrilateral)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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8.2 DETERMINE MEANING OF UNKNOWN WORDS COMMONLY USED IN MATHEMATICAL MATERIALS (ELS 1.2)							
a Use context clues to infer meaning of unknown words	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Recognize double meanings of words	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Use knowledge of affixes and root words to determine word meanings	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
d Use context to determine correct dictionary definition of word	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
8.3 SPEAK WITH STANDARD PRONUNCIATION, APPROPRIATE VOLUME, RATE, GESTURES AND INFLECTIONS (ELS 1.3)							
a Produce correct basic speech sounds	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Pronounce words according to acceptable Standard English	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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End of Fifth Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
8.4 USE ORAL COMMUNICATION TO GIVE OR RECEIVE INFORMATION AND DIRECTIONS (ELS 2.3)							
a Paraphrase oral messages	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Give accurate oral directions	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Ask questions designed to clarify, gain assistance or local information	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
d Share ideas and information orally with others	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
e Provide accurate descriptive detail orally	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
f Take notes based on oral presentations and group discussions	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
g Follow 3-step oral instructions	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
8.5 DETERMINE THE SIGNIFICANCE AND ACCURACY OF INFORMATION AND IDEAS PRESENTED IN WRITTEN, ORAL, AURAL AND VISUAL COMMUNICATIONS (ELS 4.1)							

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8.6 USE ORAL COMMUNICATION TO INFLUENCE OTHERS AND TO RESPOND TO PERSUASION (ELS 4.2)							
[a] Provide logical answers based upon factual data	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[b] Use multiple sources to verify information	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
8.7 LISTEN, READ, VIEW AND EVALUATE PRESENTATIONS OF MASS MEDIA (ELS 4.4)							
8.8 SELECT APPROPRIATE FORM OF WRITING (ELS 5.3)							
[a] Write in a variety of forms such as reports, descriptions, or in problem posing or solving	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[b] Use writing appropriate to purpose such as to inform, pose problems or solve problems	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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8.9 PRESENT IDEAS IN UNDERSTANDABLE SEQUENCE ON THE TOPIC SELECTED (ELS 5.4)							
[a] Write complete sentences	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
8.10 SELECT AND USE GUAGE, GESTURES AND SYMBOLS APPROPRIATE TO PURPOSE, TOPIC AND SETTING WHEN MAKING ORAL PRESENTATIONS (ELS 5.5)							
[a] Select words which make the meaning clear	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[b] Plan and make oral and visual presentations	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
8.11 EVALUATE AND REVISE OWN WRITING FOR MEANING, CLARITY, AND COMPREHENSIVENESS (REVISING AND REWRITING) (ELS 5.6)							
[a] Revise own writing to enhance clarity and meaning	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[b] Use descriptive terms to emphasize facts and quantities	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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8.12 APPLY THE CONVENTIONS OF WRITING TO PRODUCE EFFECTIVE COMMUNICATION (EDITING AND PROOFREADING) (ELS 5.7)							
a Edit for complete and correct sentences, punctuation and usage	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Spell correctly	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Produce legible final copy	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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9.0 Appropriate Study Skills. Students select and use appropriate study skills in order to accomplish mathematical learning tasks.							
STUDENTS WILL BE ABLE TO:							
9.1 IDENTIFY MAIN IDEAS, SUPPORTING DETAILS, AND FACTS AND OPINIONS PRESENTED IN WRITTEN, ORAL AND VISUAL FORMATS (ELS 2.1)							
a Locate facts in grade-level selections	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Recall facts and supporting evidence	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Identify main idea in a problem situation	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
9.2 USE INSTRUCTIONAL MATERIALS AS BASIS FOR GAINING KNOWLEDGE AND IMPROVING COMPREHENSION (ELS 2.2)							
a Use table of contents and index to locate general and specific information	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Use supportive illustrations, detail and summations to obtain information	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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c Use diacritical markings or respellings to pronounce words	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
9.3 CLARIFY PURPOSES OF ASSIGNMENT (ELS 7.1)							
a Determine general purpose of assignment and ask clarification on questions if necessary	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Determine ideas, concepts and generalities addressed in the assignment	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
9.4 USE RESOURCES BEYOND THE CLASSROOM (ELS 7.2)							
a Locate, check-out and return books and other circulating media materials	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Locate and use non-circulating reference materials	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Use library classification system and services to locate specialized resources required to complete assignments	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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9.5 SELECT AND USE APPROPRIATE STUDY TECHNIQUES (ELS 7.3)							
a Follow a study plan including: time management, appropriate study environment, processing of information	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Accomplish learning task using appropriate study techniques (preview and review chapters, read and reread text, ask clarifying questions, seek help when needed, use memory techniques, summarize, study with classmates, use self-questioning)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Vary reading rate according to purpose for reading the selection	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
d Keep study materials organized and accessible	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
e Turn in assignments on time	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
f Use appropriate test-taking techniques	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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